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ABSTRACT

The State of New Jersey's certification requirements mandate that school librarian professional preparation should include an internship program. Trenton State College offers such a program but lacks a formal policy manual outlining the necessary requirements and procedures. This study surveyed the current policies in the Department of Media Communication Science at Trenton State College, policies existing in other institutions with similar programs in the state, policies of cooperating school districts, and the new state certification laws. This resulted in the development of two policy manuals; one to assist the coordinator of the internship program in planning and implementation and one outlining procedures and competencies for the student intern. Copies of both manuals are included in this paper. (Author/DAG)

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DEVELOPMENT OF A POLICY MANUAL FOR STUDENT INTERNSHIP IN THE MEDIA COMMUNICATION SCIENCE DEPARTMENT AT TRENTON STATE COLLEGE

EDUCATIONAL POLICY SYSTEMS

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NOVA UNIVERSITY

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ABSTRACT

Development of a Policy Manual For Student Internship
In the Media Communication Science Department
At Trenton State College

One of the most pressing problems in the field of school librarianship today is the preparation of professional staff members. In the State of New Jersey there are certification requirements that mandate part of this preparation through an Internship program. The Department of Media Communication Science at Trenton State College offers this internship to its senior students but lacks a formal policy manual that outlines the requirements and procedures necessary for this field experience. This study surveyed the current policies in the department, policies existing in other institutions with similar programs in the state, policies of cooperating school districts and the new State Certification laws. This resulted in the development of two new policy manuals; one to assist the coordinator of the Internship program in planning and implementation and one outlining procedures and competencies for the student intern. Copies of both manuals are included in the research.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
THE PROBLEM	2
REVIEW OF THE LITERATURE	3
PROCEDURES	5
RESULTS	8
DISCUSSION, IMPLICATION AND RECOMMENDATIONS	12
APPENDIX I	14
APPENDIX II	17
APPENDIX III	21
APPENDIX IV	30
BIBLIOGRAPHY	31

I. INTRODUCTION

One of the most pressing problems in the field of school librarianship today is the preparation of professional and non-professional staff members. Traditionally, graduate and undergraduate programs in library science have offered a common core of training for librarians serving in all types of libraries, including school libraries. However, as innovations and new policies in education have emerged, the function of school library personnel have been subject to continual change. Today the school librarian's responsibilities compromise administration, staff supervision, education planning and policy making and a variety of other services, including in-service training for several types of auxiliary personnel. Thus, a new approach to education for school librarianship is needed.

There is growing concern about the proper and efficient preparation of school librarians. The school library has been evolving from a print or book oriented center to a center concerned with varied types of communication media. Thus, the duties and tasks of school librarians now involve both print and non-print materials and the necessary equipment for their use. The end result of this proper training is a school media specialist who can meet the requirements for state certification

in the media field. Present policies in the state of New Jersey call for new and rigid guidelines for full certification.

A. THE PROBLEM

At the present time, the Department of Media Communication Science at Trenton State College is preparing students to become competent school media specialists. For many years, the State's policies for certification required a set number of credits and the person who went through that program came out solidly based in the fundamentals of librarianship but those fundamentals dealt with print materials only.

On May 8, 1975 the New Jersey State Certification pattern changed with new course requirements and an internship which would lead to certification on an undergraduate level as an Associated Educational Media Specialist.

The Department of Media Communication Science has already made changes to implement these new rulings. The department has also been involved in an on-going program of internship for those seniors in this curriculum. However, the Department does not have a standard policy manual for the student interns who must put in required hours working in a local school media center.

The core module, Educational Policy Systems provides an excellent opportunity to study and initiate

new policies for the department. The purpose of this policy manual would be a written guideline for those senior interns who have no idea of the requirements and procedures necessary for their library internship. Also, at the present time, one faculty member supervises and coordinates this internship. This policy manual, therefore, would also serve as a guideline for other faculty members to use if the coordinator is unable to continue in this position. This policy manual must also tie in with the new certification laws mandated by the State of New Jersey.

B. REVIEW OF THE LITERATURE

An examination of the literature revealed that there are a variety of ways of conducting the training of media personnel to meet the highest requirements for certification. However, to develop policies for all these specializations is impractical due to the differences in competencies required by each state's certification laws. The research did point out the need for detailed policies when conducting this training but no actual policies were available.

Studies by Fulton (5), Chisholm (4), and Hug (7), pointed out the need of well-prepared media personnel. Factors imply that the role of the media specialist in education is changing from that of a keeper of books to an analyst and designer of instructional systems for effective educational innovation. One study, in

particular, by Herring (6), gathered impressions from educators on their expectations of what media related competencies would be required of educators in the coming decades and the changing role of the librarian in our society.

Several different studies were conducted to help existing media programs to formulate policies relating to procedures for initiating, planning, and evaluating media programs. Simonson (10), states a series of guidelines for interns and the State University of New York (11) offers a curriculum guide to train educational media technicians dealing with visual and audio communication, and Sullivan (12) offers planning and assistance in demonstration libraries.

There is also extensive research of state and national media resources to help plan, coordinate, as well as develop standards for the training and certification of school media personnel. On the national level the American Library Association (1), the American Association of School Librarians (2), and the Association for Educational Communication Technology (3), have set guidelines and established standards for certification.

On the state level the New Jersey Library Association (9) and the New Jersey Department of Education (8), have delineated what plans have been made to coordinate the programs of school library services with the State plans and policies.

II. PROCEDURES

It was necessary to examine in depth the development of the senior Internship program and to examine the current policies that are in use presently in the department.

This new Internship program was started three years ago. Prior to this, senior students were required by New Jersey State Certification Laws to work in a school media center for a minimum of one hundred and fifty clock hours. No credit was given for this experience and was conducted with inadequate supervision. Students worked in one or in a combination of schools and it proved to be very ineffective.

Recommendations were made to the former department chairperson stating that credit should be given for this work experience with close supervision. Another recommendation stated that only the best school media centers in the state should be utilized in this Internship program.

These recommendations were not accepted until a new department chairperson made changes which resulted in the present internship program. However, currently there is only one faculty member who coordinates and supervises the Internship. All procedures and directives are carried out by this faculty member who is familiar with them, but no written records exists that would enable another faculty member to coordinate if necessary.

Information was gathered from records, correspondence, tape recordings and interviews to create a basis for a policy manual from this faculty member.

It was also necessary to determine other institutions of higher education within the State of New Jersey which offer degree programs or certification for school media specialists in an undergraduate program. There are only five other institutions in the state which offer similar programs:

Caldwell College	Madison, New Jersey
Glassboro State College	Glassboro, New Jersey
Kean State College	Union, New Jersey
Montclair State College	Upper Montclair, New Jersey
Wm. Paterson State College	Wayne, New Jersey

The department chairperson an Internship coordinator were questioned to establish the following:

1. If a policy manual exists for student Internship
2. Who has access to the manual
3. What procedures were used in establishing a policy
4. Has the new state certification laws affected the policy and program
5. How often are policies reviewed and up-dated
6. How does the program coordinator maintain liaison with interns when they are out working in the schools
7. How does the coordinator evaluate the student intern

It was also necessary to contact several of the cooperating school media specialist who have had former Trenton State

interns working in their libraries. They were questioned about what they expected from the senior interns in this practical field experience. They were also questioned on their role while supervising, planning, and directing the students and how evaluation was to be made.

The final procedure was to obtain and examine the new state certification policies that were passed on May 8, 1975 by the Board of Education. The certification policy that directly affects the undergraduate program is listed as the Associate Educational Media Specialist. (See Appendix I).

III. RESULTS

Much information was gathered from the present coordinator of the guided field experience to provide a basis for the formation of an efficient policy manual to be used both by the faculty and student interns in the Department of Media Communication Science.

It is arranged that all seniors take their Internship during the Spring semester. By the end of their junior year, they are to have completed all of their Library Science and Media related course work. In the Fall semester of their senior year the students complete their quarter courses in teaching methods and complete their student teaching under the direction of the Elementary Education Department. They return to Media Communication Science Department in the spring for a full semester of Internship in a school media center. Internship is required by State Certification Laws and Trenton State College offers 6 credits for this field experience. Students follow the schedule of the cooperating school media specialist and are required to meet there two full days a week for fifteen weeks.

The Internship Coordinator's duties and responsibilities begin in the fall in preparation of the Spring semester. The coordinator must record the student intern's preferences for grade (elementary, junior high, senior high) and for location of the cooperating school district. The schedule must be set up in the schools and the cooperating media specialist must

be visited to establish a contract and outline responsibilities.

In the spring the coordinator must make four to six visitations to discuss the experience and problems with each intern and cooperating media specialists. More guideline and recommendations are fully outlined in the policy manual (see Appendix II). The library media center of a school exists to serve the instructional needs and programs of the school. Therefore the type and extent of participation of the student intern in the development of the educational program in the demonstration school is fundamental to an analysis of the tasks and roles to be performed by the intern. This practical library experience also contributes to competence in the performance of library media center tasks. These tasks and competencies are fully outlined in the policy manual "Great Expectations". (see Appendix III)

The other institutions that offer similar programs to Trenton State's professional preparation reported comparable statistics. All of the colleges stated that they did offer an Internship program but not one of the departments has a formal policy manual for faculty and students to follow.

Caldwell College reported that their Internship program consisted of seventy-five to one-hundred hours working in a library with limited supervision. No policy manual.

Glassboro State College offers three credits for their program and students work for a semester. No policy manual.

Kean State College students work in media centers one

day a week for a semester. There is supervision but written instruction and directives are limited.

Montclair State College only place students in high schools. The coordinator meets with both the student intern and the cooperating media specialist. No policy manual.

William Paterson State College makes visitations to students who work four days a week for one-quarter semester. They do have one dittoed page of instructions to follow but no policy manual.

The cooperating school media specialists that were contacted agreed that to develop a unified list of guidelines and expectation for all school systems is obviously impractical due to the differences in competencies required in each school or grade level. They agreed the guidelines and competencies outlined by the student intern's requirements (see Appendix III) are not intended to be all inclusive, but rather deal more particularly with the competencies relating to the more traditional responsibilities and activities that could be applied to any school system. They also agreed that a working knowledge of this general criteria would be what they expected from a student intern.

The cooperating school media specialist also meets with the coordinator of the guided field experience to discuss problems and recommendation of the student and/or the program. Written evaluation of each intern is made by the cooperating media specialist at the end of the Internship. (see Appendix IV)

Thorough examination of the New Jersey State Certification laws provided little insight on specific requirements for a supervised Internship. Section (b) ii (5) of the law states that the program shall require field experience in a school media center in order to be fully certified by the State. Nowhere does it state the length or hours that must be maintained to be acceptable for certification. Old law stated one hundred and fifty clock hours. The Internship program offered by the Department of Media Communication Science requires by scheduling from one hundred eighty to two hundred forty clock hours depending on the cooperating school's hours of operation. This should sufficiently cover the vague requirement mandated by the State.

IV. DISCUSSION, IMPLICATION, AND RECOMMENDATIONS

The concept of the Internship program is that the students of the Media Communication Science Department take all of their major course work, all of their formal teaching experience and put it together in the Spring semester of their senior year.

The best student intern and future school media specialists are those who understand teaching. The student by this time has already undergone their Junior Professional Teaching Experience and Senior Student Teaching. They viewed the school first through the eyes of a teacher as they worked with children in the classroom. And now they can see the experience through the eyes of a potential school media specialist and can make a decision whether to teach or enter the school media field.

With a formal written policy it will be easier for the Coordinator of Internships to plan and facilitate all the workings of the program faster and more efficiently. Terms, contracts, addresses, and requirements will all be easily accessible to save time and effort.

For the student intern efficiency can be increased tremendously because the student now knows what to expect before even beginning the professional field experience and knows what he or she is expected to accomplish. They know what competencies they are required to master for the operation and function of a school media center and they can master these at their own pace.

The policy manual "Great Expectations" (see Appendix III) will be duplicated and distributed to all potential interns before the spring semester begins.

As a result of the inquiries to the other five New Jersey institutions, a new interest in the professional development of the student has arisen. All of the coordinators of these programs believe a policy manual should be one of the most important components of the experience. They have all stated that this research has prompted them to begin to develop a formal written policy at their institution and expressed an interest to meet as a group to discuss policy manuals and other procedures. This may lead to some standardized requirements pertaining to the length or number of hours to be logged.

APPENDIX I

The following new certification program was passed by the New Jersey State Board of Education on May 8, 1975.

6:11-12.22 ASSOCIATE EDUCATIONAL MEDIA SPECIALIST

(a) AUTHORIZATION. This certificate is required for any person assigned to perform educational media services in the public schools under the supervision of a qualified supervisor. Educational media are defined as all print and non-print resources and the equipment needed for their use.

(b) REQUIREMENTS.

1. A bachelor's degree from an accredited college.
2. A standard New Jersey teacher's certificate.
3. Successful completion of one of the following:
   i. A college curriculum approved by the New Jersey State Department of Education as the basis for issuing this certificate.

   OR

   ii. A minimum of eighteen semester-hour credits of undergraduate or graduate study in educational media. Coursework completed in the candidates undergraduate program may be applied toward fulfilling these requirements. The following areas of study must be included in either separate or integrated courses:
      (1) Organization and retrieval of information and media resources.

(2) Production of educational media.

(3) Evaluation, selection, and utilization of educational media.

(4) Integration of educational media through the school curriculum.

(5) Field experience in a school media program.

(c) STANDARDS FOR APPROVAL OF UNDERGRADUATE TEACHER EDUCATION PROGRAMS IN EDUCATIONAL MEDIA. The following standards pertain to undergraduate programs preparing Associate Educational Media Specialists to serve in the public schools. The Associate Educational Media Specialist is concerned with the improvement of the learning process and instruction through the evaluation, selection, organization, distribution, production, and utilization of appropriate print and non-print resources and the equipment needed for their use. The Associate Educational Media Specialist provides technical consultative services to teaching staff to assure more effective use of available resources.

1. STANDARD I - The undergraduate program must meet all the requirements for a standard New Jersey teacher certificate as specified in New Jersey Regulations and Standards for Certification.

2. STANDARD II - The program shall provide for learning experiences in:

   i. Analysis of the nature and content of instructional materials.

ii. Methods of selecting and evaluating materials through study of individual media as well as through cross media study by curriculum unit or grade level.

iii. Methods of utilization of materials to support curriculum and meet student needs.

iv. Methods of production of appropriate educational media including actual laboratory experience.

v. Processes for the organization and maintenance of materials and equipment.

3. STANDARD III - The program shall require field experience in a school media center.

Department of Media Communication Science

Trenton State College

Duties and Responsibilities of the Coordinator of Internships

A Policy Manual

Duties and Responsibilities of the

Coordinator of Internships

I. Fall Semester

1. Select and arrange for appropriate Media Centers. Contact superintendents, principals, and cooperating media specialists.

2. Obtain a list of all students who are expected to do spring internship.

3. Contact each student and make arrangement for the student's preference for grade level and location of field experience.

4. Set up schedules with the cooperating school district and notify cooperating school media specialist on the number of interns to be expected by mutual agreement. (see listing in Appendix I)

5. Visit with cooperating media specialist and establish a verbal contract. ($110.00 per student intern)

6. Contact appropriate office for contract approval as soon as possible:

Dr. Robert Gerke, Director
Professional Laboratory Experience
Education Building, Third Floor

7. Send letters to reconfirm contracts with the cooperating media specialist.

8. Send letters to reconfirm placement with student interns. Include a copy of "Great Expectations."

II. SPRING SEMESTER

1. Make four to six visitations to each student intern.

   a. Discuss with the cooperating media specialist the student intern's performance, progress, problems, and suggesticns.

   b. Discuss with the student intern the areas of performance, progress, problems, and suggestions.

2. As soon as the semester is completed, send follow-up letters of thanks to the cooperating media specialist and remind them to make a written evaluation of the intern.

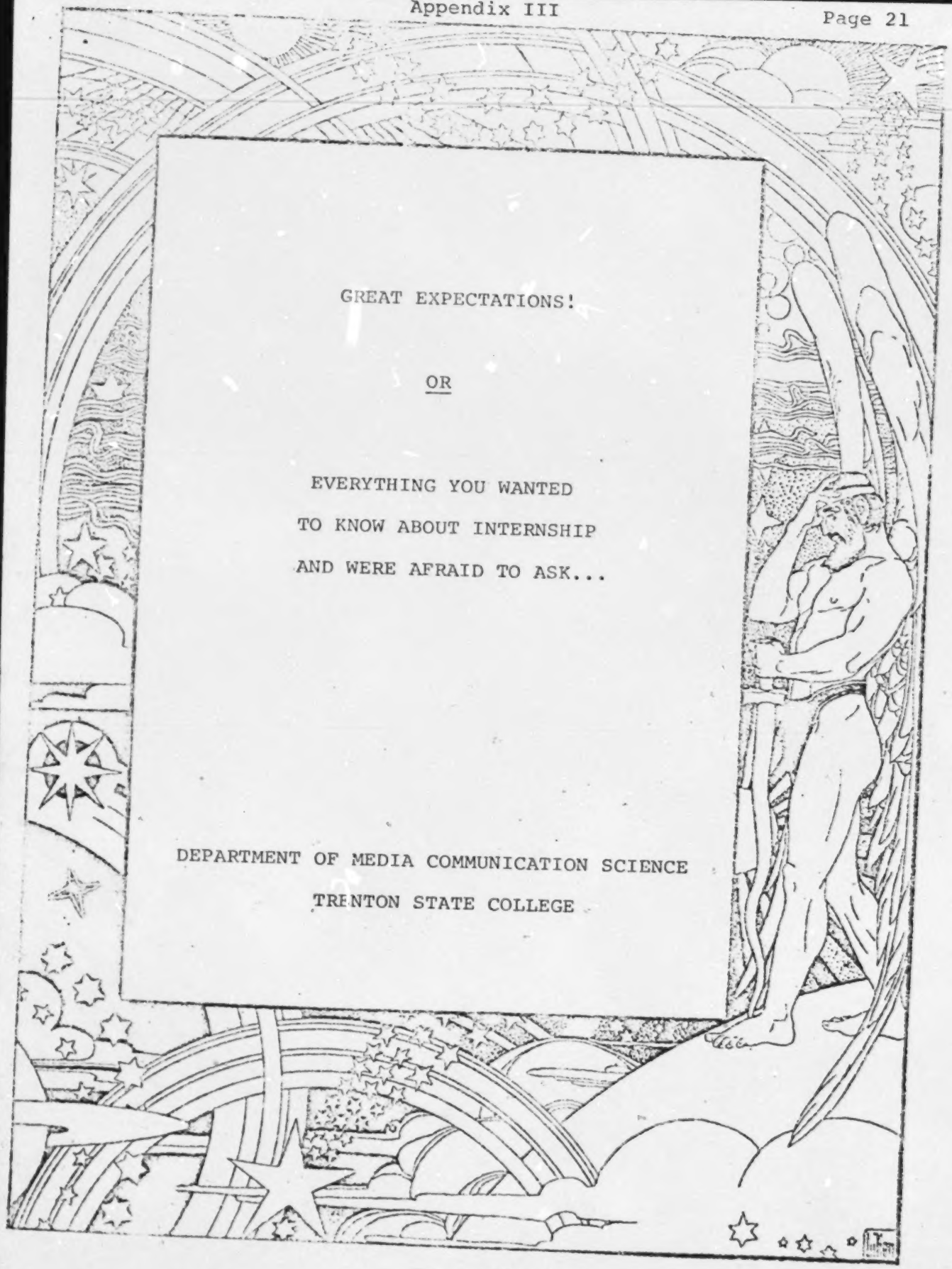
3. Assign grades for internship--Pass or Fail.

4. Make an evaluative statement on the intern's performance to be sent to the College Placement Office with the student's permission.

Cooperating School Districts

The following is a list of recommended cooperating school districts that have accepted Trenton State's student interns.

SCHOOL	MEDIA SPECIALIST
Barley Sheaf School Sheaf-Reaville Road Flemington, NJ 08822	Mrs. Evelyn Stewart (201) 782-8313
Kreps School Kent Lane Hightstown, NJ 08520	Mrs. Lois Anker (609) 448-4860
Lawrence Intermediate School 66 Eggerts Crossing Road Lawrenceville, NJ 08648	Mrs. Lois Walker (609) 882-6803
Moorestown Middle School Bridgeboro Road Moorestown, NJ 08057	Mr. George Lebman (609) 325-4000 EXT. 227
Moorestown High School Bridgeboro Road Moorestown, NJ 08057	Mr. Donald Smith (609) 325-4000 EXT. 227
Neil Armstrong School Salem Township School District 3000 Donallen Drive Cornwells Heights, PA 19020	Mr. Paul Kraft Mrs. Dorothy Stout (215) 752-0531
Parkway Elementary School Parkway Avenue Trenton, NJ 08618	Mrs. Bernice Mills (609) 882-9411
Sea Girt Elementary Route 71 and Bell Place Sea Girt, NJ 08750	Mrs. Shirley Norby (201) 449-3422
Twin Hills School Twin Hills Drive Willingboro, NJ 08046	Mrs. Brenda Roundtree (215) 871-9000



GREAT EXPECTATIONS!

OR

EVERYTHING YOU WANTED

TO KNOW ABOUT INTERNSHIP

AND WERE AFRAID TO ASK...

DEPARTMENT OF MEDIA COMMUNICATION SCIENCE

TRENTON STATE COLLEGE

GREAT EXPECTATIONS

You should find this semester one of the most rewarding in terms of school media educational experiences and for the fulfillment of your professional desire, whether it be a school media position, a teaching opportunity, or graduate school.

As you know, our Internship consists of a flexible semester program designed to provide you with a wide range of school media center experiences.

INTERNSHIP

You are expected to serve a minimum of two full school days per week, Monday and Tuesday, or Thursday and Friday, during the Internship semester. Most of you will intern at least thirty days. This is worth six credits. Interns should follow the college calendar and the school calendar of the cooperating school district. On Wednesdays, you will return to the college for the remainder of you media courses.

You are expected to conduct yourself in a professional manner, cooperating with the staff of the assigned school, seeking professional tasks, working well with children, speaking articulately, and dressing appropriately.

A visit to your cooperating school media specialist is suggested before you begin the semester so you can acquaint

yourself with people, the media center and school regulations (sign-in, parking, lunches, etc.).

A written summary and evaluation will be provided for each intern at the conclusion of the semester to be included in your placement file. Your cooperating media specialist will have a major share in providing this evaluation.

Interns will be evaluated on a Pass/Fail basis.

REQUIREMENTS

A. A daily log (notebook)

The objective of the student internship program is to give the future media specialist an opportunity to apply in the field the principles and skills learned in the classroom.

To accomplish this objective, the field experience should be distributed over all areas of library practice. When this procedure is followed, the intern gets an all-around experience and is then able to see the reasons for many of the principles and skills studied in the classroom.

A daily log should be kept containing observations, personal evaluations, a record of your activities, lesson plans, etc., and questions that you might have. In other words, what did you see and learn, how did you react to it, what problems arose, and how did you handle them? What contributions did you make? Guidelines of the varied

activities are listed in Appendix I to give you suggestions for the kinds of information to be included in your log. Appendix II is a suggested list of competencies you are expected to perform before completing Internship.

Your log is to be available for your college supervisor.

B. Visitations

In addition to the basic Internship program, interns are expected to make three to five visitations and reports to other school media centers, which hopefully, will provide a broader view of the school field. Appendix III is a listing of programs of media centers recommended for visiting and observation. These are outstanding school media centers with innovative provisions and practices.

Plan your visit so as to devote a period of at least three hours to one media center. The visitor cannot gain a real understanding of such an operation by a casual, quick "look-see."

If possible, arrange to visit classes which are making significant use of media, as well as the media center itself.

Arrange for a convenient time for your visit with the person listed in Appendix III <u>well in advance of the day of your visit</u>. This is, of course, a requirement.

GOOD LUCK AND HAVE FUN!

Appendix I

Guidelines For Internship

I. Administration
   - A. Budget Control
   - B. Budget Preparation
   - C. Circulation, Library Cards, Overdue Notices
   - D. Discipline
   - E. Displays
   - F. Ordering of Materials
     1. A-V
     2. Books, Pamphlets, Magazines
     3. Pictures
   - G. Ordering of Supplies
     1. A-V
     2. Library Supplies
     3. Office Supplies
     4. School Supplies
   - H. Ordering of Printed Catalog Cards
     1. Wilson
     2. L.C.
     3. Others
   - I. Ordering of Equipment, Shelving, Furniture
   - J. Preparation of Materials for Use
     1. A-V
     2. Books, Pamphlets, Magazines
     3. Pictures
   - K. Reports
     1. Monthly
     2. Yearly

II. Selection of Materials
   - A. A-V
   - B. Books, Pamphlets, Magazines
   - C. Pictures

III. Organization of Materials (Cataloging)
   - A. Original
   - B. Completion of Printed Catalog Cards
   - C. Inspection of Printed Catalog Cards with Preprocessed Materials.
   - D. Filing of Catalog Cards

IV. Reference and Reader's Guidance
   A. Floor Work with Students
   B. Curriculum Planning with Teachers
   C. Compilation of Book Lists
   D. Book Talks
   E. Story Telling

V. Library Instruction
   A. Basic Instruction in All Forms of Material
   B. Application to a Unit of Study
   C. Individual Help to Students

VI. Media Service

Appendix II

Competencies To Be Mastered

Your cooperating media specialists will try to provide you with a wide range of observational and practical work experiences.

We anticipate the following competencies to be mastered:

1. To be able to work with children
2. To be able to tell stories to children
3. To present picture books to children
4. To be able to give group and individual library instruction to children
5. To work with faculty
6. To provide reference services for children and faculty
7. To be able to prepare useful bibliographies
8. To be able to give book talks
9. To assist in circulation procedures
10. To be able to process new materials
11. To be able to handle appropriate equipment
12. To assist in the selection of new materials
13. To learn how the media center budget functions
14. To be able to prepare displays
15. To assist the media specialist in a professional manner

Appendix III

Visitations Sites

All schools in this recommended list exceed the state averages for books per pupil and audiovisual media. All have at least one full-time media specialist on the staff (or more) and all have unified media programs. All are operating at an outstanding degree of effectiveness in media services.

ELEMENTARY SCHOOLS

Barley Sheaf School
Barley Sheaf-Reaville Road
Flemington, NJ 08822
CONTACT: Mrs. Evelyn Stewart (201) 782-8313

Clarendon School
685 Fifth Street
Secaucus, NJ 07094
CONTACT: Mrs. Patricia McNamara (201) 864-1954

Sea Girt Elementary School
Route 71 and Bell Place
Sea Girt, NJ
CONTACT: Mrs. Shirley Norby (201) 449-3422

Sommerdale Park School
Grace Street
Sommerdale, NJ 08063
CONTACT: Mrs. Olga Prychka (609) 783-6261

INTERMEDIATE SCHOOLS

Cedar Drive School
R.D. #2
Colts Neck, NJ 07722
CONTACT: Mrs. Sharon Loysen (201) 462-1156

Dwight D. Eisenhower School
Burlington Road
Freehold, NJ 07728
CONTACT: Mr. Philip Zollner (201) 462-8400 x48

John Witherspoon Middle School
Walnut Lane
Princeton, NJ 08540
CONTACT: Jean McDonough (609) 924-5600 x325

HIGH SCHOOLS

Lawrence High School North
2525 Princeton Pike
Lawrenceville, NJ 08648
CONTACT: Mrs. Nancy Tapper (609) 883-0300

Moorestown High School
Bridgeboro Road
Moorestown, NJ 08057
CONTACT: Mrs.Cahan (609) 325-4000 x260

Shawnee High School
Tabernacle Road
Medford, NJ 08055
CONTACT: Florence Allen (609) 654-7544

Sparta High School
West Mountain Road
Sparta, NJ 07871
CONTACT: Mrs. Helen Hettich (201) 729-5181

State of New Jersey
TRENTON STATE COLLEGE
TRENTON, N. J. 08625

DEPARTMENT OF MEDIA COMMUNICATION SCIENCE

INTERNSHIP EVALUATION - DESCRIPTIVE SUMMARY

Date_____ Student's Signature_____

Date_____ Professor's Signature_____

I request a copy for my placement file.

Student Signature Date

609-771-2316

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